CONTRASTIVE ANALYSIS BETWEEN INDONESIAN AND
ENGLISH DECLARATIVE SENTENCES AT SECOND YEAR
OF SENIOR HIGH SCHOOL NO. 2 KEJURUAN
MUDA ACEH TAMIANG

SKRIPSI

By

MARDILLA RAHMADANI
1042010046

Degree (S1)
Study Program : English Departement
Tarbiyah and Teacher
Training Faculty

THE MINISTERY OF RELIGIUS AFFAIR
STATE INSTITUTE FOR ISLAMIC STUDIES LANGSA
2015 M / 1436 H

STATEMENT OF APPROVAL

CONTRASTIVE ANALYSIS BETWEEN INDONESIAN AND ENGLISH DECLARATIVE SENTENCES AT SECOND YEAR OF SENIOR HIGH SCHOOL NO. 2 KEJURUAN MUDA, ACEH TAMIANG

Submitted to the Tarbiyah and Teachers Training Faculty of IAIN Zawiyah Cot Kala Langsa as a Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd) in English Education Department
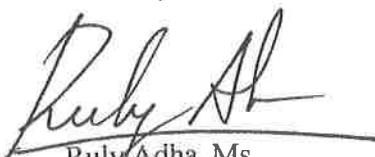
By:

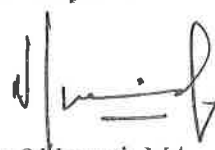**MARDILLA RAHMADANI**
NIM: 1042010046

English Education Department

Approved by:

Main Supervisor	Co Supervisor
Ruly Adha, Ms	Shafridawati, MA
NIP. 19840830 200901 1 006	NIP.-

STATEMENT OF CERTIFICATION

CONTRASTIVE ANALYSIS BETWEEN INDONESIAN AND ENGLISH DECLARATIVE SENTENCES AT SECOND YEAR OF SENIOR HIGH SCHOOL NO. 2 KEJURUAN MUDA, ACEH TAMIANG
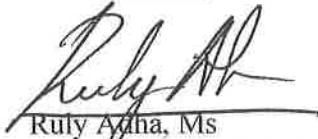
By:
MARDILLA RAHMADANI
NIM: 1042010046

has been defended in Sidang Munaqasyah by the Board of Thesis Examiners and has been accepted as a Partial Fulfillment of Requirements for Sarjana Pendidikan (S.Pd) in English Education Department, Faculty of Tarbiyah and Teachers Training, on:

Thursday, 5th December 2015 M
23rd Safar 1436 H

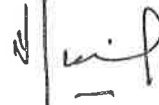Council of Thesis Examiner

Chairman,
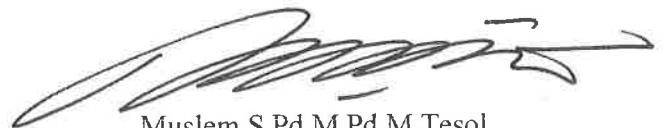
Ruly Adha, Ms
NIP. 19840830 200901 1 006

Secretary,

Shafridawati, MA
NIP: -

Examiner I,

Fauziatul Halim, M.Hum
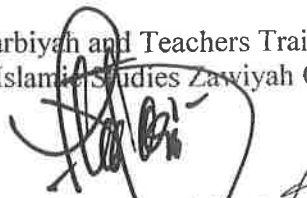NIP.

Examiner II,

Muslem,S.Pd,M.Pd.M.Tesol
NIP. 19760527 200904 1 002

Certified by:

The Dean of Tarbiyah and Teachers Training Faculty
State Institute For Islamic Studies Zawiyah Cot Kala Langsa

Dr. Ahmad Fauzi, M.Ag
NIP. 19570501 198512 1 001

ACKNOWLEDGEMENT

First of all, all praise only belong to Allah, the Almighty God who has commanded us to spread peace for all human beings and also who has given health, strength, even capability for the writer to finish this thesis. May the peace and blessing of Allah be upon Prophet Muhammad SAW, the last prophet, who has delivered the holy message for mankind and had changed the human's life from darkness to brightness period of knowledge.

Foremost, the writer would like to gratefully acknowledge the enthusiastic supervisors, Ruly Adha, M.S and Shafridawati, M.A, who had given a tremendous support, guidance, abundantly helpful, numerous stimulating discussions, motivation, and immense knowledge for the writer.

Morever, as honorable mention goes to her parents Abdul Rahman and Tengku Aslamiah for endless care of her, inspired, advice, enthusiasm, giving her not just financial, but moral and spiritual support. In addition, her best thank is also for all people who help the witer to finish this thesis and always give attention to her in giving suggestion, critic, and solution.

Finally, the writer expects the readers to give critic, respond, and correction for the mistakes. The writer absolutely relizes that this thesis is still far from being perfectness. May this thesis be useful and may it be one of the references for the next research and enhance our knowledge. May Allah SWT bless us ever after. Amin ya Rabbal 'alamin.

<div align="right">Langsa, 5th December, 2015</div>

<div align="right">The writer</div>

TABLE OF CONTENTS

LIST OF TABLES

LIST OF APPENDIXES

Appendix 1: Curriculum Vitae

Appendix 2: SK Penelitian

Appendix 3: Biodata Penelitian

Appendix 4: Instrumen Penelitian

ABSTRACT

Sentence is a group of words that makes sense because the words are constructed and arranged according to the grammatical rules for expressing statements, questions or commands. In linguistic, sentence function refers to a speaker's purpose in uttering a specific sentence, phrase, or clause. The four basic sentence functions in the world's language include the declarative, interrogative, exclamation, and the imperative. Here, the writer will analyze the similarities and dissimilarities between English and Indonesia declarative sentence and also we will know about students difficulties in constructing declarative sentence. By doing this research, we will know the similarities and dissimilarities between English and Indonesia declarative sentence and also we will know about students difficulties in constructing declarative sentence The research is qualitative descriptive research. The data source in here is test an interview. The writer used triangulation to analyze the data which have been collected by the writer. Finally, the writer found that there are some patterns of declarative sentences that similar between Indonesian and English language, exactly in the category of transitive, bitransitive, and intransitive. In contrast, there is pattern of declarative sentences that exists in Indonesian; while in English it does not. And half of students at the second grade in that school are good in composing English sentences. The most errors are made in translating Indonesia declarative sentences into English. Because of that, The students should make declarative sentence based on the right patterns

Keyword: declarative sentence, contrastive analysis

CHAPTER I

INTRODUCTION

A. Background ofStudy

Language is a system of communication in speech and writing used by people. Language has certain purpose for human being, which makes communication among people become easier.Language consists of some sentences. The concept of sentence is important in the sense that all the languages combine them. In other words, the speakers use sentences in order to communicate their ideas or thoughts. So, sentences have a decisive role within communication.[1]

In linguistics, a sentence is an expression unnatural language that is a grammatical and lexical unit consisting of one or more words, representing distinct and differentiated concepts, and combined to form a meaningful statement, question, request, command, etc.[2] It means that through sentences, people can deliver their messages -in certain way- that would be understood by others depends on their needs, for this case, by using sentence patterns had been formed which consciously or not is similar and then leads to existence of communication among them.

Sentence is a group of words that makes sense because the words are constructed and arranged according to the grammatical rules for

---

[1] Matthew B. Christensen, *English Grammar for students of Chinese* (New York: Jacqueline Morton, 2011), p. 72

[2] D.M Gabbay and F. Guenthner, *Handbook of Philosophical Logic* (Netherlands: Kluwer Academic Publisher, 2003), p. 22

expressing statements, questions or commands.[3] In linguistic, sentence function refers to a speaker's purpose in uttering a specific sentence, phrase, or clause. The four basic sentence functions in the world's language include the declarative, interrogative, exclamation, and the imperative.[4]

The most important type is declarative sentence that always used far more often than the other four types of sentences. A declarative sentence simply states a fact or argument, states an idea, without requiring either an answer or action from the reader, it does not give a command or request, or does it ask a question. Therefore, in *English Grammar* book explained that the declarative mood usually used for: giving information, expressing opinion, making promises, and emphasis. In addition, it can be used for confirming that something is true, giving an instruction in a fairly informal way.[5] Remembering its functions, it is very important for the students studying language to learn about declarative sentence of the language. In short, for learners who are learning a language, they have to study declarative sentence in their own language besides declarative sentences in the foreign language studied. In view of every language has its basic structure of sentences, both Indonesian and English. So certainly there are differences between the rules of declarative sentences in each

---

[3] Kam Chuan Aik and Kam Kai Hui, *Longman Dictionary of Grammar and Usage* (Singapore: Pearson Education Asia Ltd, 1992), p. 248

[4] Randolph Quirk et.al, *A Grammar of Contemporary English* (London: Longman, 1985), p. 342

[5] Randolph Quirk et.al, *A Grammar of Contemporary................*,p. 345

language that can lead some difficulties faced by the students. In this case, the difficulties faced by Indonesian students who learning English as the target language.

Declarative sentence is the most common sentence that is used by teacher to teach students in constructing English sentences. Generally, the teacher asks the students to construct some sentences based on the topic they have just learned. Most students always start writing sentences with declarative sentences, but they do not know yet that the sentence they made is called declarative sentence.

Declarative sentences are the primary vehicles for the communication of information. Declarative sentences have various semantic attributes. The fundamental semantic role of a declarative sentence is to encode a piece of information. Since declarative sentence encode the information, they may be used not only to communicate information to others, but also recorded information for possible future use, and perhaps even to register information with no anticipation of any future use. A declarative sentence may be said to contain the piece of information it encodes, and that piece of information may be described as the information content or cognitive content of the sentence.[6]

The students start to be introduced to types of sentences in junior and senior high schools. Since they also learn English in their school, it

---

[6] D.M Gabbay and F. Guenthner, *Handbook of Philosophical Logic* (Netherlands: Kluwer Academic Publisher, 2003), p. 39-40

means they study about declarative sentence in Indonesian language and English at the same time. For that reason, the writer is interested in conducting a research to know students' ability in mastering declarative sentence in both languages. For this case, the writer would take senior high school students as the subject of this research. Senior high school students are chosen because they have studied declarative sentence in Indonesian language and English for long time. They are supposed to know about Indonesian and English declarative sentence well. The writer is very curious about their ability in constructing declarative sentence in Indonesian language and English and their knowledge about the differences and similarities between them. Based on those thoughts, the writer have done a research entitled "**Contrastive Analysis between Indonesian and English Declarative Sentence at Second Year Students of Senior High School No. 2 Kejuruan Muda, Aceh Tamiang**".

B. **Statement of the Problem**

Based on the background above, the statement of this research is as following:

1. What are the similarities and dissimilarities between Indonesia and English declarative sentences?

2. What are the students' difficulties in constructing Indonesian and English declarative sentences?

C. Purpose of the study

In making this research, the writer has some purposes in order to answer the questions:

1. To find out the similarities and dissimilarities between Indonesia and English declarative sentence

2. To find out the students' difficulties in constructing Indonesian and English declarative sentences.

D. Significance of the Study

The writer expects that this research can be useful for:

1. For teacher

This research, of course has some advantages for the teachers in supporting their teaching process. By knowing the problem faced by their students will help them in implementing appropriate technique in teaching. Also, teacher can help the students who have difficulties in constructing declarative sentence. From the result of this research, the teachers will know the students' ability in constructing declarative sentences. This information will help them in increasing their competence in teaching and make student easier in studying about declarative sentence.

2. For readers

Those who read this thesis also can get some advantages from this research. The explanation about declarative sentence in this thesis will help the readers in understanding declarative sentence more. The pattern that the writer shows in this thesis will help students to understand how to construct declarative sentence easily. It is very useful for them to construct declarative sentence in the next time. Declarative sentence is the main and basic sentence sentence in English, so every English learner will be always asked to construct English sentence to train their English study.

E. Terminology

To avoid misunderstanding, the writer describe briefly some terms related to the research as follows:

1. Contrastive Analysis

Contrastive Analysis consists of two words, *Contrastive* and*Analysis*. The meaning of word *Contrastive* [k_ntras'tiv] is 'of or pertainingto the study of the similarities and differences between languages or dialects without reference to their origins.[7]

It shows us that contrastive constitutes a process to find both similarities and differences between languages contrasted. And the word *Analysis* is a transcription of the ancient Greek

---

[7]Random House,*Webster's College Dictionary*,(New York: Random House, Inc, 2001), p. 22

(analusis), "a breaking up" (from *ana-* "up, throughout" + *lysis* "a loosening").It means the process of breaking a complex topic or substance into smaller parts to gain a better understanding of it.[8]

2. Declarative Sentence

Declarative sentence is a group of words that express a statement. A sentence consists of one or more clauses, and usually has at least one subject and verb. In writing, it begins with a capital letter and ends with a full stop, question mark or exclamation mark.[9] It is used to convey information or to form statements. It states a fact or an argument. One statement consists of a subject and a predicate. In most English declarative sentences, the noun phrase that precedes the verb is the subject and immediately follows the verb in direct object.[10]

The writer concludes that declarative sentence is a group of word, which consist of a subject and a verb and have a meaning and give information for the reader.

---

[8]Analysis, in *Wikipedia, the free encyclopedia*. Retrieved April 9, 2009, fromhttp://en.wikipedia.org/wiki/Analysis, p. 1.accessed on February 20, 2015

[9] Michael Swan, *Practical English Usage* (London: Oxford University Press), p. 1

[10] Matthew B. Christensen, *English Grammar for students of Chinese* (New York: Jacqueline Morton, 2011), p. 63

CHAPTER II

REVIEW OF LITERATURE

A. Sentence

1. Definition of Sentence

Sentence is a word or a group of syntactically related words that states, asks, commands, or exclaims something; conventional unit of connected speech or writing, usually containing a subject and a predicate.[11] It means that sentence is a group of words which grammatically correct. A sentence must have certain purposes which is used to give information and command to people.

A sentence is the largest unit of syntactic structure. A sentence must consist of at least one clause but it also may consist of several clauses. If a sentence contains just one clause,it needs to be a main clause for the sentence to be grammatically complete. If the sentence consists of more than one clauses, then for the same reason it needs to be at least one main clause. It is important to emphasize that when we talk about sentences we are talking about structural principles rather than written conventions.[12] This is in line with the definition of sentence in the *Longman Dictionary of Grammar and Usage*, it states that a sentence is a group of words that makes sense because the words

---

[11] Grenville Kleiser, *Exploring English Grammar* (New Delhi: S.B Nangia, 2008), 78
[12] Kim Ballard, *The Framework of English* (London: Palgrave Macmillan, 2013), 144

are constructed and arranged according to the grammatical rules for expressing statements, questions or commands.[13] And then Richard Nordquist offers the definition of sentence that commonly defined as "a complete unit of thought." Normally, a sentence expresses a relationship, conveys a command, voices a question, or describes someone or something. It begins with a capital letter and ends with a period, question mark, or exclamation mark.[14] In addition, refers to Grammar, sentence is a word or a group of syntactically related words that states, asks, commands, or exclaims something; conventional unit of connected speech or writing, usually containing a subject and a predicate: in writing, a sentence begins with a capital letter and concludes with an end mark (period, question mark, etc.) and in speech a sentence begins following a silence and concludes with any of various final pitches and a terminal juncture.[15]

Based on that information, it is clear that a sentence must consist of words in grammatical order. It must have at lease one clause, which is one subject and one verb. If the sentence consists of more than one clauses, then the same rule is valid.

In writing, a sentence begins with a capital letter and it is concluded with an end mark (period or question mark), and in speech, sentence concludes with any various final pitches and a terminal

---

[13]Kim Ballard, *The Framework...................*, p. 174

[14]Randolph Quirk et.al, *A Grammar of Contemporary English* (London: Longman, 1985), p. 318

[15]*Sentence Definition*, retrieved June 17, 2009, from http://Www.Yourdictionary.Com/Sentence#, p. 1.

juncture. A sentence also must contain meaning that can be understood by the reader or listener.[16] Sentences can be used to give information. Sometimes it is used to obtain information rather than to give it. All of the functions are expressed by the order of words that indicate the way a sentence is being used.[17] For this usage, sentence consists of some elements.

2. Function of Sentence

Sentence can be used to do many different things. The most common used to give information. Sometimes it is used to obtain information, rather than to give it. Another time it can be used to express an opinion, give an order, make a suggestion, or make a promise. And all of the functions expressed by the order of words which indicates which way a sentence is being used. And these ways of distinguishing between uses of language are known as examples of mood.[18]

3. Elements of Sentence

Sentence has some elements in it. Elements are the groups or words that combine to comprise the building units of a well-formed

---

[16]Grenville Kleiser, *Exploring English Grammar*(New Delhi: S.B Nangia, 2008), p. 81
[17] Collins Cobuild, *English Grammar* (London: Harper Collins Publisher, 1992), p. 195
[18]Collins Cobuild, *English Grammar............*, p. 197

sentence. There are five types of sentence elements, they are subject, predicate, object, predicative (complement) and adverbial.[19]

Subject is a noun phrase or clause with nominal function. It occurs before the verb phrase in declarative clause. It has number and person concord where applicable with the verb phrase.Then Frances Peckhas similar point with the definition, he stated every subject is built around one noun or pronoun (or more) that, when stripped of all thewords that modify it, is known as the simple subject.[20] A sentence may have a compound subject –a simple subject consisting of more than one noun or pronoun. Therefore, the form of subject might be a person, place, thing and idea, as one definition explains that the subject of a sentence is the person, place, thing, or idea that is *doing* or *being* something. For purposes of sentence analysis, the do-er or the initiator of action in a sentence is referred to as the agent of the sentence. In an active sentence, the subject is the agent.[21] In short, subject could be simply said as the part of a sentence that performing as the agent in the sentence, either simple or compound subjects are usually noun phrase or clause.

---

[19]Randolph Quirk et.al, *A Grammar of Contemporary English* (London: Longman, 1985), p. 348

[20]Frances Peck, *Subject and Predicate*, retrieved June 17, 2009, fromhttp://www.uottawa.ca/academic/arts/writcent/hypergrammar/subjpred.html, p.1. accessed on February 20, 2015

[21]*Sentence Subject*, retrieved June 17, 2009, fromhttp://grammar.ccc.commnet.edu/GRAMMAR/subjects.htm, p. 1.accessed on February 20, 2015

Predicate is part of a sentence or clause that expresses what is said of the subject and usually consists of a verb with or without objects, complements and adverbial modifiers. Instead of performing the action, as subjects usually do, objects receive the action and usually follow the verb.[22]

There is a description of predicate as a word or a group of words that state something about the subject and includes everything in the sentence that is not included in the complete subject. This means that the complete predicate includes the simple predicate with its modifiers and the object with its modifiers.[23] So the predicate usually follows the subject and identifies an action or a state of being. The predicate is the part of the sentence that contains a verb or verb phrase and its complements. The predicate always includes the verb and the words which come after the verb. The predicate verb in a sentence is a word or a group of words that tells what is said about the simple subject. In other words, predicate is the things come after the subject of a sentence.

In addition to serving as subjects, nouns may also function as objects in sentences. Instead of performing the action, as subjects

---

[22]Randolph Quirk et.al, *A Grammar of Contemporary English* (London: Longman, 1985), p. 351

[23]*Classification of sentence*, retrieved June 19, 2009, from http://www.tpub.com/content/religion/14231/css/14231_168.htm, p. 1. accessed on February 20, 2015

usually do, objects receive the action and usually follow the verb.[24] It seems that object is as recipient in the sentence. An object like a subject is a noun phrase or clause with nominal function; normally follows the subject and the verb phrase; and by the passive transformation, assumes the status of subject.[25] Therefore, some verbs have an object (always a noun or pronoun). The object is the person or thing affected by the action described in the verb. Objects come in two types, direct and indirect. The direct object refers to a person or thing affected by the action of the verb**.** The indirect object refers to a person or thing who receives the direct object.[26]

From the definitions above, the writer concludes that the object of a sentence is a receiver of an action that subjects do. And it usually lies after the subjects and the verbs (action) of a sentence, either direct or indirect object. This happens in the active form; but in the passive form, the object change position becomes the subject.

A complement defines a noun phrase, an adjective phrase or a clause with nominal function; follows the subject, verb phrase and object. It does not become subject through the passive transformation.There are various definitions of 'complement', which

---

[24]Richard Nordquist, *Subjects, Verbs, and Objects*, retrieved June 17, 2009, from http://grammar.about.com/od/basicsentencegrammar/a/sentenceunit.htm, p. 1. accessed on February 20, 2015

[25]Richard Nordquist, *Subjects, Verbs, and Objects*, retrieved June 17, 2009, from http://grammar.about.com/od/basicsentencegrammar/a/sentenceunit.htm, p. 1. accessed on February 20, 2015

[26]Richard Nordquist, *Subjects, Verbs, and Objects*, retrieved June 17, 2009, from http://grammar.about.com/od/basicsentencegrammar/a/sentenceunit.htm, p. 1. accessed on February 20, 2015

range from the very general (anything in the predicate except the verb, including the direct object and adverbs) to the much more restrictive one. A complement is the part of the sentence that gives you more information about the subject (a subject complement) or the object (an object complement) of the sentence. In grammar the term complement is used with different meanings. The primary meaning is a word, phrase or clause which is necessary in a sentence to complete its meaning. We find complements which function as a sentence element (i.e. of equal status to subjects and objects) and complements which exist within sentence elements.[27] The complement to be used, if any, is dependent on the verb used in the sentence. Subject complements normally follow certain verbs. A complement is used with verbs like be, seem, look etc. (e.g. He is Indonesian.) Complements give more information about the subject or,in some structures, about the object. Object complements follow the direct object of the verb (e.g. They painted the house red.) The complement often consists of an adjective or noun phrase, but can also be a participle phrase (e.g. I saw her standing there.) It is often not very clear whether a phrase is a complement or an adverbial.

An adverbial is an adverb, adverb phrase, adverbial clause, noun phrase or prepositional phrase. It is generally capable to occur in

---

[27]Richard Nordquist, *Subjects, Verbs, and Objects*, retrieved June 17, 2009, from http://grammar.about.com/od/basicsentencegrammar/a/sentenceunit.htm, p. 1. accessed on February 20, 2015

more than one position in the clause and it is generally optional (may be added to or remove without affecting its acceptability).[28]

4. Types of Sentence

   Language offers a rich menu of sentence types. There are two types of sentences. The first one is based on its structure and the second one is based on its purpose. Based on its structure, there are simple sentence, compound sentence, complex sentence and compound-complex sentence. While based on the purpose, there are declarative sentence, interrogative sentence, exclamatory sentence and imperative sentence.[29] A declarative sentence that makes a statement. It ends with a period.

   ➢ An interrogative sentence that asks a question. It ends with a question mark.

   ➢ An exclamatory sentence that expresses strong feeling. It ends with an exclamation point. It is a statement that shows strong emotion.

   ➢ An imperative sentence that gives a command or makes a request. It ends with a period. The subject is always *you*, which may be expressed or understood.

   Then Sentences may be classified according to structure (simple,compound, complex, and compound-complex sentence).[30]

---

[28]Randolph Quirk et.al, *A Grammar..........*,p. 355

[29]Randolph Quirk et.al, *A Grammar..........*, p. 342

[30]Richard Nordquist, *Subjects, Verbs, and Objects*, retrieved June 17, 2009, from http://grammar.about.com/od/basicsentencegrammar/a/sentenceunit.htm, p. 1.

➢ A simple sentence that made up of one independent clause. It may have a compound subject and a compound predicate, both having modifiers.

➢ A compound sentence that made up of two or more independent clauses.

➢ A complex sentence that made up of one independent clause and one or more dependent clauses.

➢ A compound-complex sentence that made up of two or more independent clauses and one or more dependent clauses.

And Celce-Murcia and Larsen-Freeman in *The Grammar Book* stated English sentence are said to display three main moods – declarative (sometimes called indicative), interrogative, and imperative- and two minor moods: exclamatory and subjunctive. Mood conveys the speaker'sattitude toward the factual content of the sentence. In this study, the writer will only focus on declarative sentence as main topic in this research.

B. Declarative Sentence

1. Definition of declarative sentence

Declarative sentence is used to convey information or to construct statements. It states a fact or an argument. It consists of a subject and a predicate. The subject may be a simple subject or compound subject. The subject is placed in front of the verb, in other

word, in declarative sentence, subject and predicate have a normal word order. The sentence ends with a period in writing, and it drops in pitch in speech. In most English declarative sentence, the noun phrase that precedes the verb is the subject and immediately follows the verb in direct object.[31]

In some details at declarative structure, they typically have an overt subject, a verb element and any necessary verb complementation. The declarative sentence may also contain one or more adverbial elements. Here is the example; Philip will visit his dentist in hospital today. Philip as subject, will visit as verb, his dentist as object, in hospital as adverb and today as adverb. The obligatory elements here are the subject, verb and object, while the adverbial elements are optional extras which provide additional information.[32]

A declarative sentence is normally used to make a statement. This statement has a more specific purpose. Declarative sentence are the most common structures used in language and regarded as typifying the order of elements in English.[33]

Declarative sentence predominate in most essay writing.[34] People often write entire essays or reports by using declarative sentences, and it is used more often than any other type. A declarative

---

[31]Douglas Biber, et.al, *Grammar of Spoken and Written English* (London: Pearson Education Ltd, 2000), p. 141

[32] Kim Ballard, *The Framework of English,*(London: Palgrave Macmillan, 2013), p.147

[33] Kim Ballard, *The Framework of* ....p. 147

[34] George Ehrenhaft, *English Language and Composition* (New York: Barron's Educational Series, Inc, 2000), p. 117

sentence simply states a fact or argument, without requiring either an answer or action from the receiver. Declarative sentence is punctuated with a simple period. For example:

a. Ottawa is the capital of Canada.

b. The distinction between deconstruction and post-modernism eludes me.

c. He asked which path leads back to the lodge.

Note that the last example contains an indirect question "which path leads back to the lodge". An indirect question does not make a sentence into an interrogative, only a direct question can do that.[35]

In English, declarative sentence can be changed to yes-no question in two ways:[36]

a. By changing the word order of the declarative sentence, from subject+verb to verb+subject

Declarative sentence	Yes-No question
Malih is a doctor	Is Malih a doctor?

b. By adding do, does, or did before the subject and changing the verb to the dictionary from the verb

Declarative sentence	Yes-No question
They like hiking together	Do they like hiking together?
He likes hiking	Does he like hiking?

---

[35] Grenville Kleiser, *Exploring English Grammar* (New Delhi:S.BNangia, 2008), p. 81

[36] Matthew B. Christensen, *English Grammar for students of Chinese* (New York: Jacqueline Morton, 2011), p. 64

Diana brought some food	Did Diana bring some food?

2. Function of declarative sentence

Declarative sentence has some functions in its usage. These functions of declarative sentence also help students easier in constructing declarative sentence based on the situation they need. Here are the functions of declarative sentence:

a. Giving information, e.g; We have dinner at six o'clock.

b. Expressing opinion, e.g; I think she is a brilliant writer.

c. Making promise, e.g; I will do everything I can to help you.

d. Making emphasis, e.g; I do feel sorry for Roger.

e. Confirming that something is true, it is used as a question, e.g; So you admit something is wrong?

f. Instructing, means give an instruction in an informal way with 'you' as a subject. e.g; You put the month and the temperature on the top line.[37]

3. Pattern of English declarative sentence

In the grammar of spoken and written English book explain that there are major clause patterns that indicate declarative sentence. They are:

1) Subject-Verb Phrase

---

[37]Douglas Biber, et.al, *Grammar of Spoken and Written English*(London: Pearson Education Ltd, 2000), p. 150

2) Subject-Verb Phrase-Obligatory Adverbial

3) Subject-Verb Phrase-Subject Predicative

4) Subject-Verb Phrase-Direct Object

5) Subject-Verb Phrase-Prepositional Object

6) Subject-Verb Phrase-Indirect Object-Direct Object

7) Subject-Verb Phrase-Direct Object-Prepositional Object

8) Subject-Verb Phrase-Direct Object-Object predicative

9) Subject-Verb Phrase-Direct Object-obligatory adverbial[38]

In addition, Celce-Murcia and Larsen-Freeman in their *TheGrammar Book* expressed that there are five basic simple sentence patterns in English, they are:

1) Subject+verb

E.g. *The building collapses.*

2) Subject+verb+object

E.g. *They bought a new car.*

3) Subject+verb+indirectobject+direct object

E.g. *She wrote him a letter.*

4) Subject+verb+subject predicate

E.g. *Janet's my friend.*

5) Subject+verb+object+object predicate

E.g. *She makes me happy.*

---

[38] Douglas Biber, et.al, *Grammar of Spoken and ....*, p. 152

Moreover, Randolph Quirk and his colleagues described the clause types in their simple declarative form are:

1) Type *SVC* S V intensive Csubject-comp

    E.g. *Mary is Kind.*

2) Type *SVA* S V.intensive A.place

    E.g. *Mary is in the house.*

3) Type *SV* S V.intrans

    E.g. *The child was laughing.*

4) Type *SVO* S V.monotrans O.direct

    E.g. *Somebody caught the ball.*

5) Type *SVOC* S V.complex-trans O.direct C.object-comp

    E.g. *We have proved him wrong.*

6) Type *SVOA* S V.complex-trans O.direct A.place

    E.g. *I put the plate on the table.*

7) Type *SVOO* S V.ditrans O.indirect O.direct

    E.g. *She gives me expensive present.*

4. Declarative Sentence in Indonesian

Basically, the definition of declarative sentence in Indonesia is as same as in English. They also have same functions. It is used to give a statement and deliver information to readers or listeners. It consists of at least one subject and one verb and has certain patterns. Here are the

patterns of declarative sentence in Indonesian language based on *Tata Bahasa Baku Bahasa Indonesia*:

1) *Subjek-Prediket*

2) *Subjek-Prediket-Objek*

3) *Subjek-Prediket-Pelengkap*

4) *Subjek-Prediket-Keterangan*

5) *Subjek-Prediket-Objek-Pelengkap*

6) *Subjek-Prediket-Objek-Keterangan*[39]

Moreover, DrLiawYock Fang in his book *Indonesian Grammar Made Easy* provides some patterns that similar with the previous pattern. He explained there are six basic sentence patterns in Indonesian, they are:

1) Subject-Complement (S-C)

In this pattern, sentences can be built by adding a noun, an adjective, a prepositional phrase or a numeral to the subject.

2) Subject-Predicator-Adverbial (S-P-A)

The predicator in an S-P-A sentence may be a simple intransitive verb without any affixes. It may also take the prefix *ber-, me-,* or*ter-.* Adverbial is an option element.

3) Subject-Predicator-Object-Adverbial (S-P-O-A)

The predicator in an S-P-O-A sentence may be a simple verb without any affixes. It may also take the following affixes *men-, -I, men-I, meper-I, -kan, men-kan*. Adverbial is an optional element. An S-P-O-

---

[39] Hasan Alwi, et.al, *Tata Bahasa Baku Bahasa Indonesia* (Jakarta: BalaiPustaka, 2003), p. 322

A sentence is also known as a monotransitive sentence (*kalimat ekatransitif*).

4) Subject-Predicator-Complement-Adverbial (S-P-C-A)

The complement in S-P-C-A sentence may be a noun phrase, an adjective, or a noun preceded by an adjective as predicator.

5) Subject-Predicator-Object-Complement (S-P-O-C)

The complement in an S-P-O-C sentence may be an adjective, a noun phrase or a verb. The complement is called object complement, because it follows an object.

6) Subject-Predicator-Object-Object (S-P-O-O)

An S-P-O-O sentence has two objects; the first is called indirect object and the second direct object. The indirect object is often the beneficiary of an action. Hence an S-P-O-O sentence, also known as a bitransitive sentence (*kalimat dwi transitif*), is a sentence with bitransitive verb (*verbal dwi transitif*).

Actually in the simple way basic pattern of Indonesian sentences could be divided into three patterns according to Gorys Keraf, they are: 53

1) Pola Kalimat I : Kata Benda – Kata Kerja (KB-KK)

2) Pola Kalimat II : Kata Benda – Kata Sifat (KB-KS)

3) Pola Kalimat III : Kata Benda – Kata Benda (KB-KB)

In other words, the patterns of Indonesian declarative sentences may consist of arrangement of noun phrase followed by verb phrase, adjective

phrase, or noun phrase. Furthermore, declarative sentences could be classified into seven categories seen from its clause:

1) Kalimat Verbal monotransitif or monotransitive sentence

2) Kalimat Verba Bitransitif or bitransitive sentence

3) Kalimat Verba Intransitif or intransitive sentence

4) Kalimat Nominal or nominal sentence

5) Kalimat Adjektifal or adjectival sentence

6) Kalimat Preposisional or prepositional sentence

7) Kalimat Numeral or numeral sentence

C. Contrastive Analysis

Contrastive Analysis is one of the methods that can be used for helping people who learn other language in finding some differences and similarities between source language and target language that usually led to some difficulties in learning process encountered by the learner. Actually Contrastive Analysis consists of two words, *Contrastive* and *Analysis*. The meaning of word *Contrastive* [k_ntras'tiv] is 'of or pertaining to the study of the similarities and differences between languages or dialects without reference to their origins.[40] It shows us that contrastive constitutes aprocess to find both similarities and differences between languages contrasted. And the word *Analysis* is a transcription of the ancient Greek (analusis), "a breaking up" (from *ana-* "up, throughout"

---

[40]Random House Webster's College Dictionary, (2001), New York: Random House, Inc.

+ *lysis* "a loosening"). It means the process of breaking a complex topic or substance into smaller parts to gain a better understanding of it.[41]

From the etymology definition above, it seems that Contrastive Analysis constitutes the process of study two languages concerned their differences and similarities in particular aspect in order to grasp the aspect itself. Moreover, Jacek Fisiak roughly defined "Contrastive Analysis is a sub discipline of linguistics that is deals with the comparison of two or more languages in order to determine both the differences and similarities that hold between them." Then, as far as Tadeus Zabrocki's concerned "Contrastive studies are assumed to be a part of applied linguistics and should direct the comparison of two languages toward some specific non-linguistic purpose,such as inference errors." In addition, Stig Johansson in his report from the project *Languages in Contrast* no. 3, October 2000, stated "Contrastive linguistics is the systematic comparison of two or more languages, with the aim of describing their similarities and differences". Then, the similar definition found in A *Glossary of Applied Lingustics* byAlan Davies, he simply stated that Contrastive Analysis makes comparison between Lx (source language) and Ly (target language).

Based on the definitions above it would be said that Contrastive Analysisis a method used to contrast between two or more languages concerning their differences and similarities among the languages. Contrastive Analysis was used extensively in the field of Second

---

[41]Analysis, in *Wikipedia, the free encyclopedia*. Retrieved April 9, 2009, fromhttp://en.wikipedia.org/wiki/Analysis, p. 1. accessed on February 20, 2015

Language Acquisition (SLA) in the 1960s and early 1970s, as a method of explaining why some features of a Target Language were more difficult toacquire than others. Therefore, the difficulty in mastering certain structures ina second language (L2) depended on the difference between the learners'mother language (L1) and the language they were trying to learn. It shows that the differences of source language (mother tongue) and target language have significance roles in process of mastering the target language.

However, the theoretical foundations for what became known as the Contrastive Analysis Hypothesis were formulated in Lado's*Linguistics Across Cultures*. In this book, Lado claimed that "those elements which are similar to[the learner's] native language will be simple for him, and those elements that are different will be difficult".[42] This involved describing the languages, comparing them and predicting learning difficulties.

Moreover most contrastive linguists have either explicitly or implicitly made use of translation as a means of establishing cross-linguistic relationships, and in his book on contrastive analysis Carl James reaches the conclusion that translation is the best basis of comparison: We conclude that translation equivalence, of this rather rigorously defined sort (including interpersonal and textual as well as ideational meaning) is the

---

[42]Keith Johnson, *An Introduction to Foreign Language Learning and Teaching*,(Edinburgh: Pearson Education Limited, 2001), p. 60

best available TC (Tertium Comparationis) for CA (contrastive analysis).[43] So, next the technique of translation equivalence is going to be used in this research. Refers to Peter Newmark (1988), translation is a craft consisting in the attempt to replace a written massage and/or statement in one language by the same message and/or statement in another language. And another definition of translation is converting one language (SL) to another (TL) so that the TL could convey the intended message in SL. In other words, it is a process through which the translator decodes SL and encodes his understanding of the TL form. In short, the definitions of translation above indicate that translation is a process of replacing a message of one language to another that must have similar or equivalent meaning.

Moreover, by the time learner learns foreign language, he/she consciously nor not would make such translating the message from target language to native language or vice versa. The process must be happened naturally to get comprehension about the messages. In this case, the data from the students show their understanding about the sentences that they should convert into target language.

However, in doing the translation, the learners certainly do some procedures, as Nida and Taber define one of the system of translation consists of a more elaborate procedure comprising three stages, they are:[44]

---

[43]Keith Johnson, *An Introduction to Foreign Language*..............................p. 77
[44]Eugene A. Nida and Charles R. Taber, *The Theory and Practice of Translation*,(Leiden: E. J. Brill, 1982), p. 33.

1. Analysis, in which the surface structure (*i.e.* the message as given in language A) is analyzed in terms of the grammatical relationship and the meaning of the words and combinations of words,

2. Transfer, in which the analyzed material is transferred in the mind of the translator from language A to language B,

3. Restructuring, in which the transferred material is restructured in order tomake the final message fully acceptable in the receptor language.

Consequently, in the matter of translation, having the same meaning of the messages in either languages are important, or the equivalence meaning which presented in different codes -both languages. Since one of the most serious problems of contrastive studies is the problem of equivalence. Vinay and Darbelnet view a definition of equivalence in translation or equivalence oriented translation as a procedure which 'replicates the same situation as in the original, while using completely different wording'. In other words, the equivalence means the same meaning through presented in different words. Therefore, in assessing translation equivalence between source text and target text, J. C. Catford offers other dimension of correspondence, namely textual equivalence that is any TL text or portion of text is observed to be the equivalent of a given SL text or portion of text. So the writer uses translation equivalence in analyzing the data, since it as the TCs for grammatical studies. James considers translation equivalence to the best

TC for CA, provided it embraces both semantic and pragmatic equivalence.

Finally, in analyzing and comparing the declarative sentences next the writer is going to provide five sentences in Indonesian and English, which are given to the second grade students at Senior High School No. 2 Minuran, Kuala Simpang. Then they have to write the translations of those sentences into English and Indonesia. The errors they made were analyzed.

CHAPTER III

RESEARCH METHOD

A. Place and Time of the Research

This research conducted at Senior High School No. 2 Kejuruan Muda. It is one of High Schools in Kuala Simpang. Senior High School No. 2 Kejuruan Muda is located on Medan-Banda Aceh street, Minuran village, Aceh Tamiang district. It consists of 9 classes and has 2 departments; Science and Social departments for the second grade. Each class consists of 30 up to 33 students. There are 2 classes for Social department; XI IPS 1 and XI IPS 2. While for Science department, there are 5 classes, they are XI IPA 1, XI IPA 2, XI IPA 3, XI IPA 4, and XI IPA 5.

This research was done on 29th October until 8th November 2015.

B. Approach and Type of the Research

In doing this research the writer used content analysis study. Harold D. Lasswell is the pioneer of content analysis. He coined the technique of coding symbol, embelm or message that is recorded systematically and the give interpretation.[45] Content analysis can be used to analyze all documentation material, newspaper, news radio and

---

[45]Abdurrahman Fathori, *Metodologi Penelitian dan Teknik Penyusunan Skripsi*, (Jakarta: PT. Rineka Cipta, 2006), p. 168

television commercials. Almost all social science disciplines can use content analysis as a technique/method of research.

The writer used descriptive design in this research. According to Noor, descriptive design includes a research which try to describe the phenomenon, event or moment that happens right know. The descriptive design gives more focus on the actual problem when the research went on.[46] This design was used since the writer expected to know the phenomenon or the problem that found in the field of the research, then the writer described the problem found in the subject matter. Therefore, the writer intended to identify the problems that the students faced in constructing the declarative sentence.

In this research, the writer used qualitative approach. Qualitative approach is an approach which produce descriptive data in written and orally from human and their attitude can be observed.[47] The writer uses the qualitative research since qualitative research is procedure of research which produce the descriptive data either written or oral from the human and the attitude can be observed so that the purpose of this research is understanding a certain individually and the truly background.[48] Here, the writer only uses the critical thinking to search for the problem from the phenomenon and then describe it.

[46]Juliansyah Noor, *Metodologi Penelitian,* (Jakarta: Terbitan Kencana Prenada Media Group, 2011), p. 34 - 35

[47]Sugiyono, *Metode penelitian Pendidikan Pendekatan Kuantitative, Kualitative, dan R&D* (Bandung: Alfabeta, 2010), p. 219

[48]Ag, Bambang Setiady, *Metode Penelitian Pengajaran Bahasa Asing,* (Yogyakarta: Graha Ilmu, 2006), p. 218

C. Population and Sample

1. Population

Population is commonly understood to be a natural, geographical, or political collection of people, plants, or objects.[49]According to McMillan, population is the larger group, whether individuals, objects, or events.[50] In this research, the population was all second grade students at Senior High School No. 2 Kejuruan Muda in the academic year 2015/2016. It consist of 280 students.

2. Sample

A sampling frame is a systematic process to determine the elements from which to sample. Sampling is important because of the overall desire to generalize from the sample to the population of interest.[51] Sample is the group of elements (e.g: persons), or a single elements from a proportion a number of populations to represent population.[52] In taking sample, the writer used simple random sampling technique. It is called simple random sampling because it was done randomly without caring about classification in that population. The writer took 3 students from XI IPS 1, 4 students from

---

[49]Shirley Dowdy, et. All, *Statistic for Research*, (New Jersey: Wiley-Interscience, 2004), p. 25

[50]James H. McMillan, *Educational Research Fundamental for the Consumer*, (New York: Pearson, 2008), p. 112

[51]Burk Johnson and Larry Christenses, *Educational Research: Quantitative, Qualitative and Mix Approaches* (California: Sage Publication, Inc, 2010), p. 31

[52]James McMillan, *Educational Reserach Fundamental for the Customer*, p. 110

XI IPS 2, 6 students from XI IPA 1, 4 students from XI IPA 2, 3 students from XI IPA 3, 3 students from XI IPA 4, and 4 students from XI IPA 5. The writer took many students from XI IPA 1 because it has many more students than other classes, it is about 35 students. Therefore, the sample was 27 students, 3 students from each class.

D. Technique of Collecting Data

1. Test

Test is an instrument that requires subject to complete a cognitive task by responding to a standard set of questions. Test was given to know the ability of students in constructing declarative sentences in English and Indonesia. The researcher asked the students to translate 5 English declarative sentences into Indonesia and 5 Indonesia declarative sentences into English. Next, the writer checked and marked their works.

2. Interview

Interview is used as a technique in collecting data if the researcher intend to find the problems and find detail information of the sources. The interview can be done systematically or non-systematically.[53] The most important thing in doing interview are the respondent is someone who know well about him/herself, she or he

---

[53]Juliansyah Noor, *Metodologi Penelitian*(Jakarta: Kencana Prenada Media Group, 2011), p. 139

should be reliable, and the interpretation of subject about the questions which are asked by the researcher are same with the researcher's purpose.

In this research, the writer chose to do non-systematic interview because the writer did not limit the correspondents' answer. The writer listened all of their opinions about composing declarative sentence. The writer made the interview's situation as they discuss with their friends, therefore the writer obtained all information and concluded them.

In short, the procedures of collecting data were as follows:

➢ Giving test to the students to know their ability and mistakes in constructing declarative sentences in English and Indonesia

➢ Interviewing the students about their problems in constructing English and Indonesia declarative sentences

➢ Analyzing the score and mistakes in constructing declarative sentences

➢ Making conclusion based on the research

E. Technique ofAnalyzing Data

Here the writer used triangulation to give image which is more holistic about the subject research. Triangulation technique means that the researcher used the different techniques to collect the data from the same sources. The researcher used interview and test as data sources at

the same time. According to Susan Stainback, the aim of triangulation is not to determine the truth about some social phenomenon, rather the purpose of triangulation is to increase one's understanding of what ever is being investigated.[54]

---

[54]Sugiyono, *Metode penelitian Pendidikan Pendekatan Kuantitative, Kualitative, dan R&D* (Bandung: Alfabeta, 2010), p. 330

CHAPTER IV

FINDING AND ANALYSIS

A. **The Similarities and Dissimilarities between Indonesia and English Declarative Sentence**

The writer would like to present the comparison between the patterns of simple declarative sentences in languages, Indonesian and English language, as described in the following table.

Table 4.1 Comparison on Indonesia and English Declarative Sentence

No	Category	Indonesia	English
1	Transitive	SPO (A) SPOC	SVO SVOC SVOA
2	Bitransitive	SPOO	SVOO
3	Intransitive	SPA SPCA	SV
4	Nominal	SC	-
5	Adjectival	SC	-

6	Prepositional	SC	-
7	Numeral	SC	-
8	Intensive Verb	-	SVC SVA

This table shows us the patterns of declarative sentences; either in Indonesian and in English, which cover all types of simple declarative sentences, including transitive sentence with transitive verb that needs an object as the predicate; bitransitive sentence whose two objects (direct and indirect objects); intransitive sentence with intransitive verb that does not need any objects as the predicate; nominal, adjectival, prepositional, numeral sentence with complement as their predicate that exist in Indonesian declarative sentences. Then two sentence patterns with intensive verbs (verb "to be") as the predicate that only exist in English declarative sentences.

The comparison of the pattern of declarative sentences in both languages above shows there are differences and similarities among the patterns in the two languages. First, the difference found in the Pattern *Subject-Complement* (SC) in Indonesian language that is the declarative sentence patterns for equational or nominal sentence, adjectival sentence, prepositional sentence, and numeral sentence, which is not found in English. In Indonesian, this pattern is acceptable as grammatical sentence;

while in English is not, the pattern is considered as ungrammatical sentence, since the rule of English predicate of a sentence must be in verb phrase auxiliary verbs, linking verbs, or action verbs. Next, the difference is found in English declarative sentence. There are patterns of SVA (e.g. Mary is kind.) and SVC (e.g. Mary is in the house.). The verbs in these patterns are intensive verb (followed by Cs –subject complement- and A.place –adverbial of place). The verb usually is copula or verb "to be". In contrast, there is no such pattern similar in Indonesian declarative sentences, since Indonesian has no verb "to be". However, because of the influence of English, a sort of Indonesian copula verb i.e. *adalah* or *ialah* is often inserted between the subject and its complement. In other words, the English pattern of SVC can be used for Indonesian adjectival sentence (SC). Also the pattern SVA in English represents the Indonesian prepositional sentence (SC). Then, other difference lays in the one of the sentence elements that construct the sentence, it is the predicate. The predicate of English must in verb phrase; while in Indonesian it could be in verb phrase, adjective, noun phrase, numeral and prepositional. However, for the others elements are likely similar in the two languages. The following table will give further description.

Table 4.2 Element of Sentence

INDONESIAN	ENGLISH
Subject ʃ A noun ʃ Noun phrase ʃ A clause ʃ Verb phrase	Subject ʃ Noun phrase ʃ A clause with nominal function
Predicate ʃ Verb phrase ʃ Adjectival phrase ʃ Noun phrase ʃ Numeral phrase ʃ Prepositional phrase	Predicate ʃ *Verb phrase, English has three main* *kinds of verbs: auxiliary verbs,* *linking verbs, and action verbs.*
Object ʃ A noun ʃ Noun phrase ʃ A clause	Object ʃ Noun phrase ʃ A clause with nominal function
Complemet ʃ A noun ʃ Noun phrase ʃ Verb phrase ʃ Adjectival phrase ʃ Prepositional phrase	Complement ʃ A noun phrase ʃ An adjective phrase ʃ A clause with nominal function

) A clause	
Adverbial) Noun phrase) Prepositional phrase) Adverbial phrase) A clause	Adverbial) An adverb/adverb phrase) Adverbial clause) Noun phrase) Prepositional phrase

Besides the differences found in the pattern of declarative sentences of both languages, the similarities are also found, that are: the others patterns of declarative sentence that presented in the table are acceptable in both Indonesian and English sentences. In view of the rest of patterns have verb phrase as predicate of the sentences, which considered grammatical sentence in the two languages. And then other similarity also found concerning the elements of sentence in the declarative sentences between Indonesian and English language. Both of them consists of the two main elements of sentence, that are subject and predicate, while the others elements such as complement, adverbial, adjective, etc. have role as completion of the sentences.

Summing up the differences between Indonesian and English declarative sentences are:

1. Indonesian has SC pattern in the equational or nominal sentence, adjectival sentence, prepositional sentence, and numeral sentence. In this pattern, the predicate is complement.

2. English declarative sentence pattern has SVA and SVC pattern with intensive verb or copula (verb "to be") as the predicates.

3. In Indonesian, predicate of a sentence may in verb phrase, adjectival phrase, noun phrase, numeral phrase, and prepositional phrase.

4. English predicate of a sentence must in verb phrase: auxiliary verbs, linking verbs, or action verbs.

In addition, the similarities between Indonesian and English declarative sentences are:

1. Some of declarative sentence patterns are similar in both languages that are in transitive, intransitive, and bitransitive sentences.

2. The major elements of declarative sentences in the two languages are subject and predicate, and the rest of elements required are as the complementation.

B. **The Difficulties in Constructing English and Indonesia Declarative Sentence**

1. Test Interpretation

The writer had done the test to 27 students at Senior High School Minuran No. 2 Aceh Tamiang. The writer asked them to translate 5 (five) English sentences into Indonesia and 5 (five) Indonesia sentences into

English. Before showing the result of the test, the writer would like to explain the answer of the test. Firstly, the writer gave the students 5 English sentences which had to be translated. Here they are:

a. Edison invented the photograph

b. He lives in the big house

c. They spend their time with books and games

d. America is the richest country in the world

e. The river flows under the bridge

The answers are:

a. *Edison menemukan foto*

b. *Dia tinggal di rumah yang besar*

c. *Mereka menghabiskan waktu mereka dengan buku-buku dan permainan-permainan*

d. *Amerika adalah negara terkaya di dunia*

e. *Sungai mengalir di bawah jembatan*

Then the writer gave the students 5 Indonesia sentences which had to be translated into English. Here they are:

a. *Saya percaya kepolosannya*

b. *Kelas kami terdiri dari 20 siswa*

c. *Gajah mempunyai kekuatan yang besar*

d. *Tim kami lebih baik daripada tim mereka*

e. *Dia memberikan saya sebuah kelapa*

Here are the answers:

a. I believe his innocence

b. Our class consists of 20 (twenty) students

c. The elephant has great strenght

d. Our team is better than their team

e. He gives me a coconut

The result of the tests can be seen below:

) Student 1 got perfect score. He can translated 5 English declarative sentences into Indonesia and 5 Indonesia declarative sentences into English well. He did not do any mistakes.

) Student 2 could translate English declarative sentences into Indonesia well but he could not translate Indonesia declarative sentences into English. From 5 sentences, he made a mistake in one sentence. He was wrong in translating a word. Instead transalte "*tim mereka*" into "their team", he translated "team".

) Student 3 could translate English declarative sentences into Indonesia well but he could not translate Indonesia declarative sentences into English. From 5 sentences, he made a mistake in one sentence. He was wrong in translating a word. Instead transalte "*tim mereka*" into "their team", he translated "team".

) Student 4 could not translate English declarative sentences into Indonesia and Indonesia declarative sentences into English. He made 4 mistakes in translating English declarative sentences into Indonesia.

The first mistake is he was wrong in translating the word "photograph", instead translate it become "foto", he translate it become "photographer". The second mistake is instead translate the word "games" become "permainan", he translate it become "bermain". He also did not translate the word "books" and translated the word "river" into "air sungai". While in translating Indonesia declarative sentences into English, he made 9 mistakes. Instead translating the word "kepolosannya" become "his innocence", he translate "smoothen", "kelas kami" become "we class", "terdiri dari" become "suddenly form", "siswa" become "stude", "kekuatan yang besar" become "power is big", "lebih baik dari pada" become "the best form", and "tim mereka" become "they team".

) Student 5 was good in translating English declarative sentences into Indonesia but she could not translate Indonesia declarative sentences into English. From 5 sentences, she was only true in translating 1 sentence. Her mistakes were translating the word "kepolosannya" become "his sentences", "kekuatan yang besar" become "power the big", "tim kami" become "we team", "lebih baik dari pada" become "the best form", and "tim mereka" become "they team". She also did not translate the words "siswa" and she was wrong in writing the word "twenty" become "towenty" and "gives" become "givs".

) Student 6 only made 2 mistakes. The first is he was wrong in translating the word "photograph" become "photographer", it should

be "foto" and the word "saya (as the object)" become "I am", it should be "me".

) Student 7 made a mistake in translating English declarative sentence into Indonesia. He did not translate the word "books". While in translating Indonesia declarative sentences into Indonesia, his mistakes are instead translating the word "kepolosannya" become "his innocence", he translate "smoothen", "kelas kami" become "we class", "terdiri dari" become "suddenly form", "siswa" become "studey", "kekuatan yang besar" become "power is big", "kelas kami" become "we class", "lebih baik dari pada" become "the best form", and "tim mereka" become "they team".

) Student 8 made a mistake in translating English declarative sentence into Indonesia. Instead translating the word "photograph" become "foto", he translated it become "photograph". This student also made some mistakes in translating Indonesia declarative sentences into English. His mistakes are instead translating the word "kepolosannya" become "his innocence", he translate "smoothen", "kelas kami" become "we class", "terdiri dari" become "suddenly form", "siswa" become "study", "kekuatan yang besar" become "power is big".

) Student 9 got perfect score in translating Indonesia declarative sentences into English, but he made two mistakes in translating English declarative sentences into Indonesia. The first is she forgot to

translate the word "and", the second is she was wrong in translating the word "under" become "di", it should be "di bawah".

⟩ Student 10 made 3 mistakes in translating English declarative sentences into Indonesia. The first is she was wrong in translate "books" become "buka-buka", it should be "buku-buku", she did not translate the word "and", she was wrong in translating the word "under" become "ke", it should be "di bawah". This students also made 2 mistakes in translating Indonesia declarative sentences into English. She was wrong in translating "lebih baik" become "etter", it should be "better", and the word " tim mereka" become "therr team", it should be "their team".

⟩ Student 11 got perfect score in translating English declarative sentences in Indonesia but she made 2 mistakes in translating Indonesia declarative sentences into English. Her mistakes are she translated the word "kepolosannya" become "innocence", it should be "his or her innocence", and she also was wrong in translating "kelas kami" become "classroom", it should be "our classroom".

⟩ Student 12 got perfect score in translating English declarative sentences in Indonesia but she made a mistake in translating Indonesia declarative sentences into English. Her mistakes is she translated the word "kepolosannya" become "innocence", it should be "his or her innocence".

∫ Student 13 got perfect score in translating English declarative sentences in Indonesia but she made 2 mistakes in translating Indonesia declarative sentences into English. Her mistakes are she translated the word "kekuatan yang besar" become "big that power", it should be "big power or big strenght". She was also wrong in writing the word "elephant", she wrote "elephan".

∫ Student 14 got perfect score in translating English declarative sentences into Indonesia and Indonesia declarative sentences into English.

∫ Student 15 got perfect score in translating English declarative sentences into Indonesia and Indonesia declarative sentences into English.

∫ Student 16 got perfect score in translating English declarative sentences into Indonesia and Indonesia declarative sentences into English.

∫ Student 17 made a mistake in translating English declarative sentence into Indonesia. Instead translating the word "photograph" become "foto", he translated it become "photografer". She also made a mistake in translating Indonesia declarative sentences into English, she translated and the word "saya (as the object)" become "I am", it should be "me".

∫ Student 18 made two mistakes in translating English declarative sentences into Indonesia. She was wrong in translate "books" become

"buka-buka", it should be "buku-buku", she did not translate the word "and", she was wrong in translating the word "under" become "ke", it should be "di bawah". But she had no mistakes in translating Indonesia declarative sentences into English.

⟩ Student 19 was not serious in doing the tests. She or he did not translate all sentences. She or he only wrote "Kami bukan orang Inggris???" and "Hanya Tuhan yang tau???" on the paper.

⟩ Student 20 was wrong in translate "books" become "buka-buka", it should be "buku-buku", she did not translate the word "and", she was wrong in translating the word "under" become "ke", it should be "di bawah". But she had no mistakes in translating Indonesia declarative sentences into English.

⟩ Student 21 got perfect score in translating English declarative sentences into Indonesia and Indonesia declarative sentences into English.

⟩ Student 22 got perfect score in translating Indonesia declarative sentences into English but she made a mistake in translating an English declarative sentence, she did not translate the word "and" which made big difference in the sentence. Instead become "buku-buku dan permainan", the student translate the word "buku-buku permainan". Of course it change the meaning of the sentence.

⟩ Student 23 got perfect score in translating Indonesia declarative sentences into English but she made a mistake in translating an English

declarative sentence, she did not translate the word "and" which made big difference in the sentence. Instead become "buku-buku dan permainan", the student translate the word "buku-buku permainan". Of course it change the meaning of the sentence.

) Student 24 got perfect score in translating Indonesia declarative sentences into English but she made a mistake in translating an English declarative sentence into Indonesia. She was wrong in translating the word "under" become "ke", it should be "di bawah".

) Student 25 got perfect score in translating Indonesia declarative sentences into English but she made a mistake in translating an English declarative sentence into Indonesia. She was wrong in translating the word "under" become "ke", it should be "di bawah".

) Student 26 got perfect score in translating English declarative sentences into Indonesia but she did not translate all English declarative sentence into Indonesia.

) Student 27 made two mistakes in translating English declarative sentences into Indonesia. Her mistakes are she was wrong in translate "books" become "buka-buka", it should be "buku-buku", she did not translate the word "and", she was wrong in translating the word "under" become "ke", it should be "di bawah" and also she was also wrong in translating the word "under" become "ke", it should be "di bawah". This student was so terrible in translating Indonesia declarative sentences into English. She made may mistakes in all

sentences she constructed. Her mistakes were she added "to" in the word "saya percaya" become "I to believe", she was wrong in translating the word "kepolosannya" become "Indonesia", it should be "innocence". Instead transalte "siswa" into "student", he translated "strenght". She was also wrong in writing the word "class, our, their" become "cellas, out, theer". She also translated the word "saya (as the object)" become "I am", it should be "me".

From the result above, the writer conclude that all students who did the tests know the pattern in English and Indonesia declarative sentences well and they also know how to construct them, but they faced some difficulties in writing the English word and how to translate Indonesia words into English.

The result of scores of their test is shown by the table below.

Table 4.3 Scores of students' test

Predicate	Scores	English-Indonesia	Indonesia-English
Excellent	10	12 students	12 students
Good	8-9	8 students	7 students
Enough	6-7	5 students	1 student
Bad	3-5	1 student	1 student
Worst	0-2	0 student	5 students

From that table we know that almost half of students got perfect score. Half of them faces the difficulties in translating Indonesia sentences

into English, and half of them cannot translate English sentences into Indonesia well. The perfect scores in translating English sentences into Indonesia was gotten by different students from the perfect scores in translating Indonesia sentences into English. A student were smart in translating English sentences into Indonesia but s/he could not translate Indonesia sentences into English, and it was happened to the contrary. Only 5 (five) students who got perfect score in both test, translating English sentences into Indonesia and the otherwise. It can be concluded that only 5 (five) students who could differentiate Indonesian and English declarative sentences well.

2. Interview Interpretation

As the second technique in collecting data, the writer interviewed the second grade students of Senior High School No. 2 Minuran, Aceh Tamiang in order to find out the students' difficulties in constructing Indonesian and English declarative sentences. The interview was done on Thursday, 5th November until Friday, 6th November 2015. For further explanation is shown below:

In the first question, the writer served the question to the respondents about how they think about studying English. She asked the reason as well. From 27 students, 20 students answered English is very difficult for them. There are many things must be learnt in English. They are very confused in studying English. One of the reason

is they must know how to read and write English vocabularies which are different from their sound. Beside that, the students also have problem in memorizing many tenses and adapt it in time of sentence they want to say. While the 7 (seven) students answered that English is an interesting lesson, even it is not easy to study English but they like learning it so it makes them enjoy to study English and do not face significant problem in studying it. In addition, it is still hard for them to differentiate the tense of sentences they want to say. In conclution, memorizing vocabularies and understanding tenses are the most difficult study for them.

The second question on the interview is related to their opinion in composing sentence in English, whether it is difficult or not and also their reason. Surprisingly, all 27 students answered that it is very difficult to compose English sentences. They are confused becasuse there are sentences which need tobe and some of them do not. Some students give different reason, they do not know many vocabularies so it makes them difficult to compose English sentence. The limitation vocabularies limited their idea in composing sentence as well.

The third, the writer asked about what their difficulties in composing English sentences are. Their answers are divided into three kinds, the first is because the vocabularies as mentioned above, the second is because the tenses, and the third is because the writing. Vocabularies is the main problem in composing sentence. The teacher

should give more attention to this matery. It is also happened to the tense, the students are confused about the time of sentences and the change of word form in the tense. It is related to the vocabularies problem. The third is about the writing. It is very interesting because some students know how to say Indonesia words in English but they do not know how to write it. It is caused because the sound and the writing of English words are different. It is happened when the students answered test from the researcher. Some of students are good in composing English sentences but their writing are wrong. It was pitied.

The fourth question is supposed to know students' ability in translating English sentences into Indonesia and Indonesia sentences into English. Is it difficult for them or not. Most of them answered that it is not difficult in translating sentences, depend on the words which are used. If they are familiar with the word so it is not difficult, but if they never hear the word so it becomes very difficult for them. The rest of them answered that translating sentences is a little bit difficult. The must know the vocabularies and the tense which is used. It makes them confused.

The last question is about which one is the most difficult for the students, translating Indonesia sentences into English or English sentences into Indonesia. 10 (ten) from 27 (twenty seven) students answered that they are same. Translating English sentences into

Indonesia is as difficult as translating Indonesia sentences into English. The rest students answered that translating Indonesia sentences into English is the most difficult work for them. Not only because the vocabularies, they also must aware about the tenses and the using of tobe in those sentences. They said that there are too many things must be known in translating Indonesia sentennces into English.

C. Discussion

From the data which was gotten above, we know that the main problem for students in composing and translating sentences from English into Indonesia and from Indonesia into English are the vocabularies, the tenses and the how to write English words. It is pecise information for the teachers so that they can give more attention to the students and find the way in solving students' problem and increasing their ability in English.

The first problem is vocabularies. Students are often difficult in composing sentences in English because they do not know many English vocabularies. Their lack of vocabularies make them hard to convey their meaning and idea in English sentences. It will give impact to their ability in making communication using English.

The second is about the tenses. There are many tenses in English which are should be known by the students. The tenses are used depend on the time of an even occured. For exampe, if the even occured in past, so the students should write or say it in simple past tense, the verb in this

tense is in second form of verb. If the even occured in present, so the students should write or say it in simple present tense, the verb in this tense in is first form of verb, and many more. Each tense has its own form. So the students only have to remember the pattern of each tense and the time when they can use appropriate tense.

The third problem is about the writing of the vocabularies. It is the common problem for the English learner. The writing of English vocabularies are different from its sound. It is the factor that make students difficult in writing English words. Some students know how to read an English word but they do not know how to write it. It can be seen on the students' test sheet, some of them made mistakes in writing English words.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After doing this thesis, the writer got some conclusion as follows:

1. There are some patterns of declarative sentences that similar betweenIndonesian and English language, exactly in the category of transitive,bitransitive, and intransitive. In contrast, there is pattern of declarativesentences that exists in Indonesian; while in English it does not. It is thepattern SC (Subject-Complement), in this pattern the predicate is thecomplement. In addition, English has pattern of declarative sentencesusing intensive verb or copula verb (verb "to be"), but it does not belongto Indonesian since Indonesian has no verb "to be". These are thedifferences existed in the declarative sentence patterns in the twolanguages.

2. From the result of test which was done in Senior High School No. 2 Kejuruan Muda, Aceh Tamiang, we can conlcude that half of students at the second grade in that school are good in composing English sentences. The most errors are made in translating Indonesia declarative sentences into English. They know the pattern but they do not know how to translate Indonesia words into English.The result of interview showed us that second grade students of Senior High School No. 2 Minuran Aceh Tamiang have 3 (three) main problems in

composing declarative sentences. They are vocabularies, tenses and writing of the vocaabularies. The students face some difficulties in composing declarative sentences beacause they are not master in English vocabularies. The second is tenses, th difficulties of tense is because they cannot remember all pattern in each tense and also they cannot make difference between one tense to the others. The last problem is because they do not know how to write English vocabularies. The difference between the sound and the writing of English words make students confuse in writing it. Some students know how to read the words but they do not know how to write it, and some of them do not know how to read the words bu they know how to write the English words.

B. Suggestion

The writer would like to give some suggestion as follows:

1. The writer suggests the students to be more aware toward English study because English is important for our future. The students should make declarative sentence based on the right patterns

2. The teacher should explain in detail about constructing sentence, especially declarative sentence. They should tell the students about the patterns of declarative sentence in Indonesian and English and the similarities and dissimilarities between them clearly.

BIBLIOGRAPHI

Alwi,Hasan et.al.*Tata Bahasa Baku Bahasa Indonesia.*Jakarta: BalaiPustaka.2003

Analysis, in *Wikipedia, the free encyclopedia*. Retrieved April 9, 2009, from http://en.wikipedia.org/wiki/Analysis.

Ballard,Kim. *The Framework of English.* London: Palgrave Macmillan. 2013

Biber,Douglas et.al.*Grammar of Spoken and Written English*. London: Pearson Education Ltd.2000

Christensen,Matthew B. .*English Grammar for students of Chinese.* New York: Jacqueline Morton. 2011

ChuanAik, Kam and Kai HuiKam..*Longman Dictionary of Grammar and Usage*. Singapore: Pearson Education Asia Ltd. 1992

Classification of sentence, retrieved June 19, from http://www.tpub.com/content/religion/14231/css/14231_168.htm. 2009

Cobuild,Collins.*English Grammar.* London: Harper Collins Publisher. 1992

Dowdy,Shirley et. All.*Statistic for Research.*New Jersey: Wiley-Interscience. 2004

Ehrenhaft,George. *English Language and Composition*. New York: Barron's Educational Series, Inc. 2000

Fathori,Abdurrahman.*MetodologiPenelitiandanTeknikPenyusunanSkripsi*. Jakarta: PT. RinekaCipta. 2006

Gabbay, D.M. and Guenthner,F. *Handbook of Philosophical Logic*.Netherlands: Kluwer Academic Publisher. 2003

Johnson, Burk and Christenses, Larry. *Educational Research: Quantitative, Qualitative and Mix Approaches.* California: Sage Publication, Inc. 2010

Johnson,Keith.*An Introduction to Foreign Language Learning and Teaching.* Edinburgh: Pearson Education Limited. 2001

Kleiser, Grenville. *Exploring English Grammar.* New Delhi:S.BNangia. 2008

McMillan,James H.*Educational Research Fundamental for the Consumer.* New York: Pearson. 2008

Nida, Eugene A and Taber,Charles R. *The Theory and Practice of Translation.* Leiden: E. J. Brill. 1982

Noor, Juliansyah.*MetodologiPenelitian.* Jakarta: TerbitanKencanaPrenada Media Group. 2011

Nordquist,Richard.*Subjects, Verbs, and Objects*, retrieved June 17, fromhttp://grammar.about.com/od/basicsentencegrammar/a/sentenceunit.htm. 2009

Peck,Frances.*Subject and Predicate*, retrieved June 17, from http://www.uottawa.ca/academic/arts/writcent/hypergrammar/subjpred.html, p.1. 2009

Random.*House Webster's College Dictionary.* New York: Random House, Inc. 2001

Sentence Definition, retrieved June 17, 2009, fromhttp://Www.Yourdictionary.Com/Sentence#

Sentence Subject, retrieved June 17, 2009, from http://grammar.ccc.commnet.edu/GRAMMAR/subjects.htm.

Setiady,Ag, Bambang.*MetodePenelitianPengajaran Bahasa Asing.* Yogyakarta: GrahaIlmu. 2006

Sugiyono.*MetodepenelitianPendidikanPendekatanKuantitative, Kualitative, dan R&D.* Bandung: Alfabeta. 2010

Swan,Michael. *Practical English Usage.* London: Oxford University Press. 2006

Quirk, Randolph et.al, *.A Grammar of Contemporary English.* London: Longman. 1985